UNDERSTANDING THE ACADEMIC, LANGUAGE, AND BEHAVIORAL DEMANDS OF THE STANDARDS

Madison Metropolitan School District
West High School
November 1, 2013

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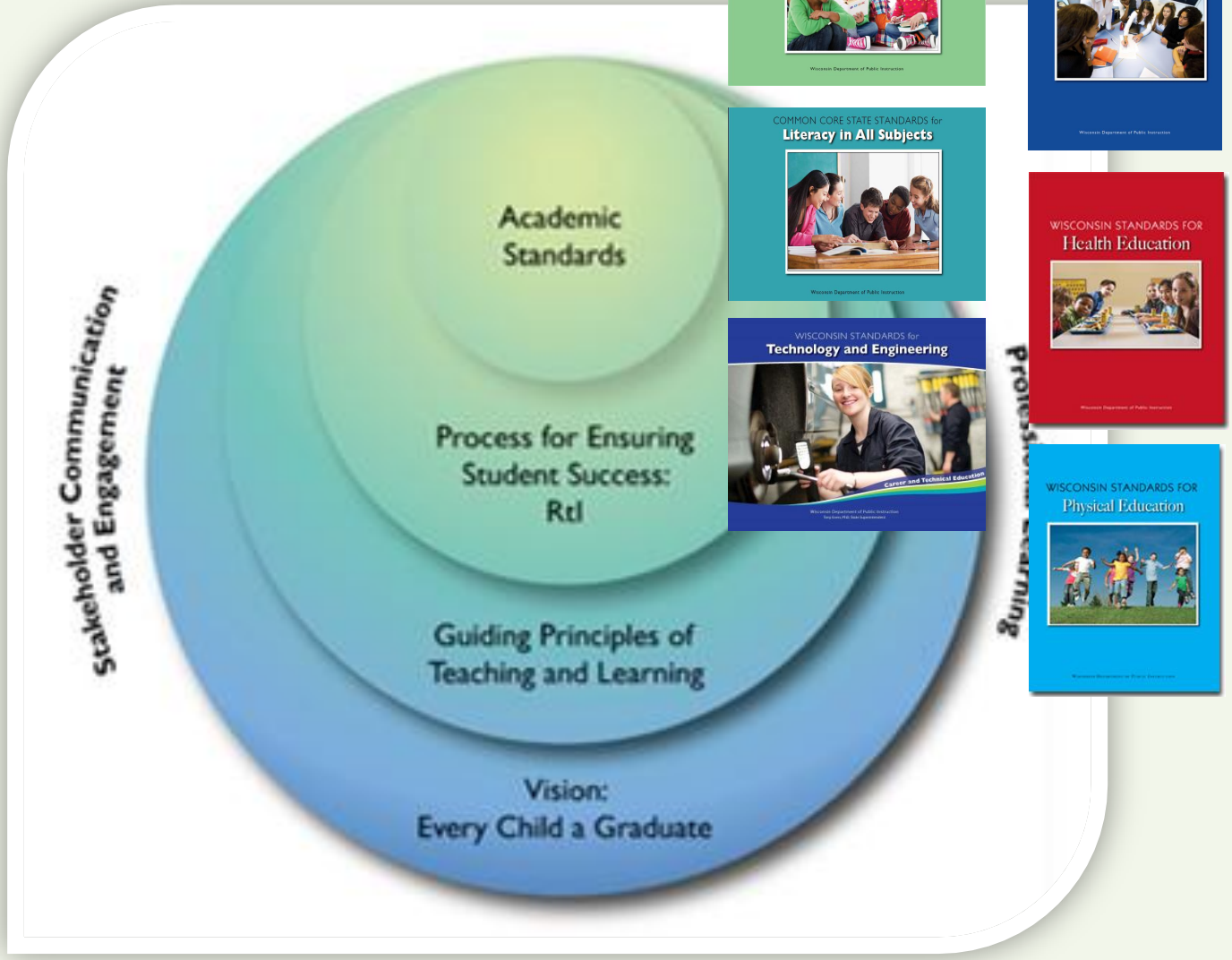
Wisconsin Learning On Demand

- Find “Just In Time” information and resources on Twitter
  - @WisDPICCSS
  - @WisDPIMath
  - @WisDPILit
  - @WisDPITech
- More professional learning opportunities
  - http://www.livebinders.com/play/play?id=270532

Objectives

- Understand how **unpacking and repacking standards** is situated within Wisconsin's education initiatives
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Wisconsin's Education Initiatives: Working Together to Support Student Learning



Objectives

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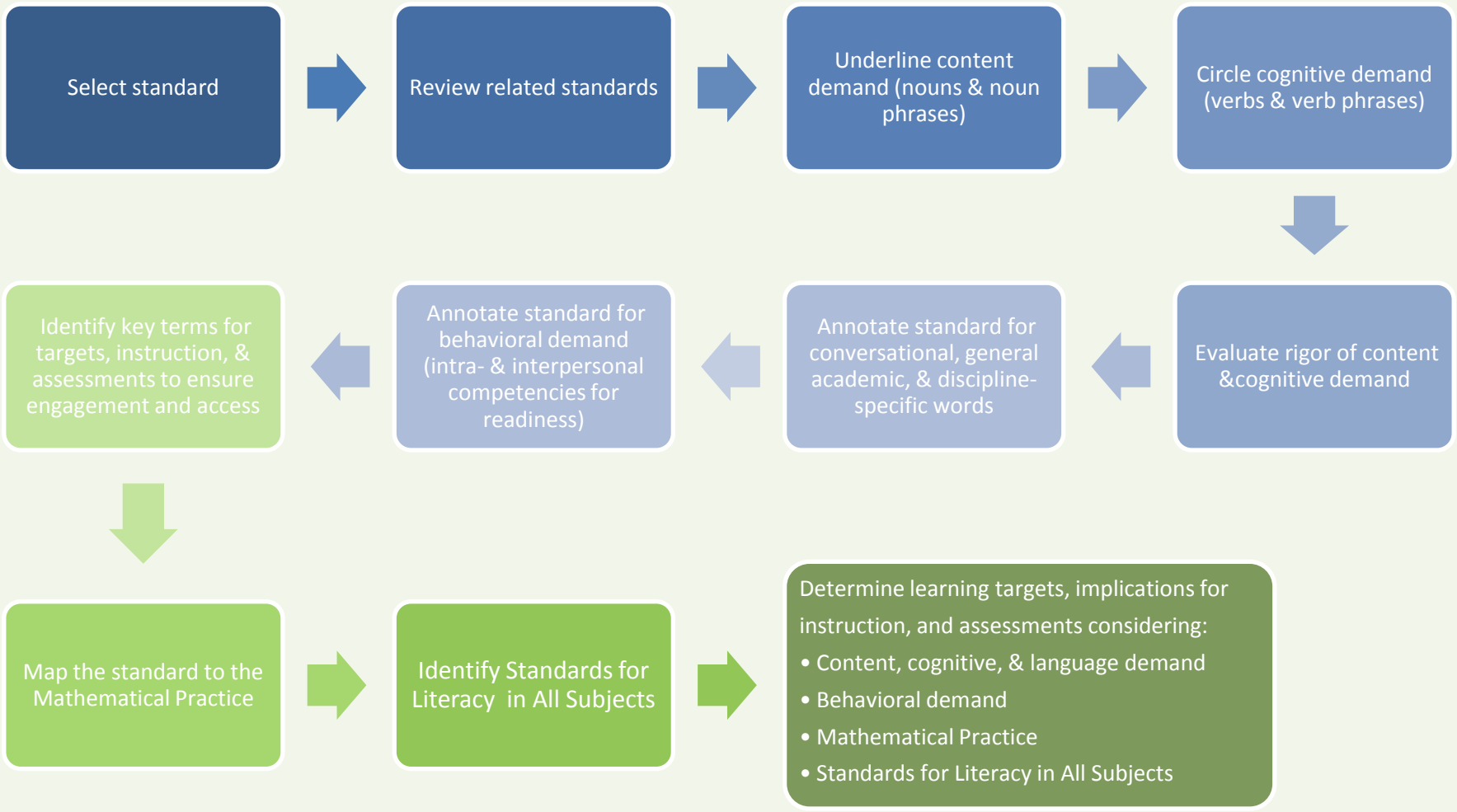
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

"Unpack and Repack" the Standards



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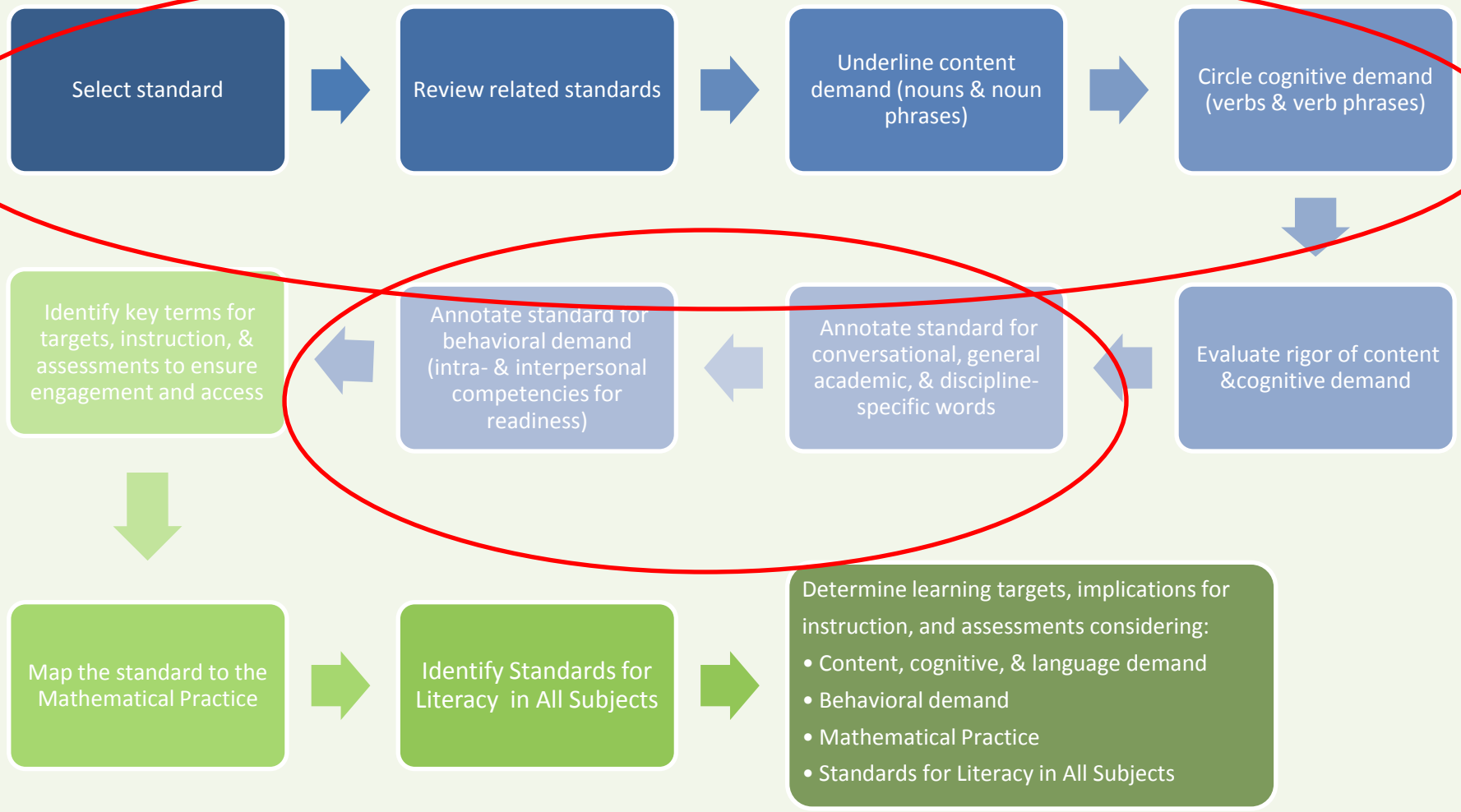

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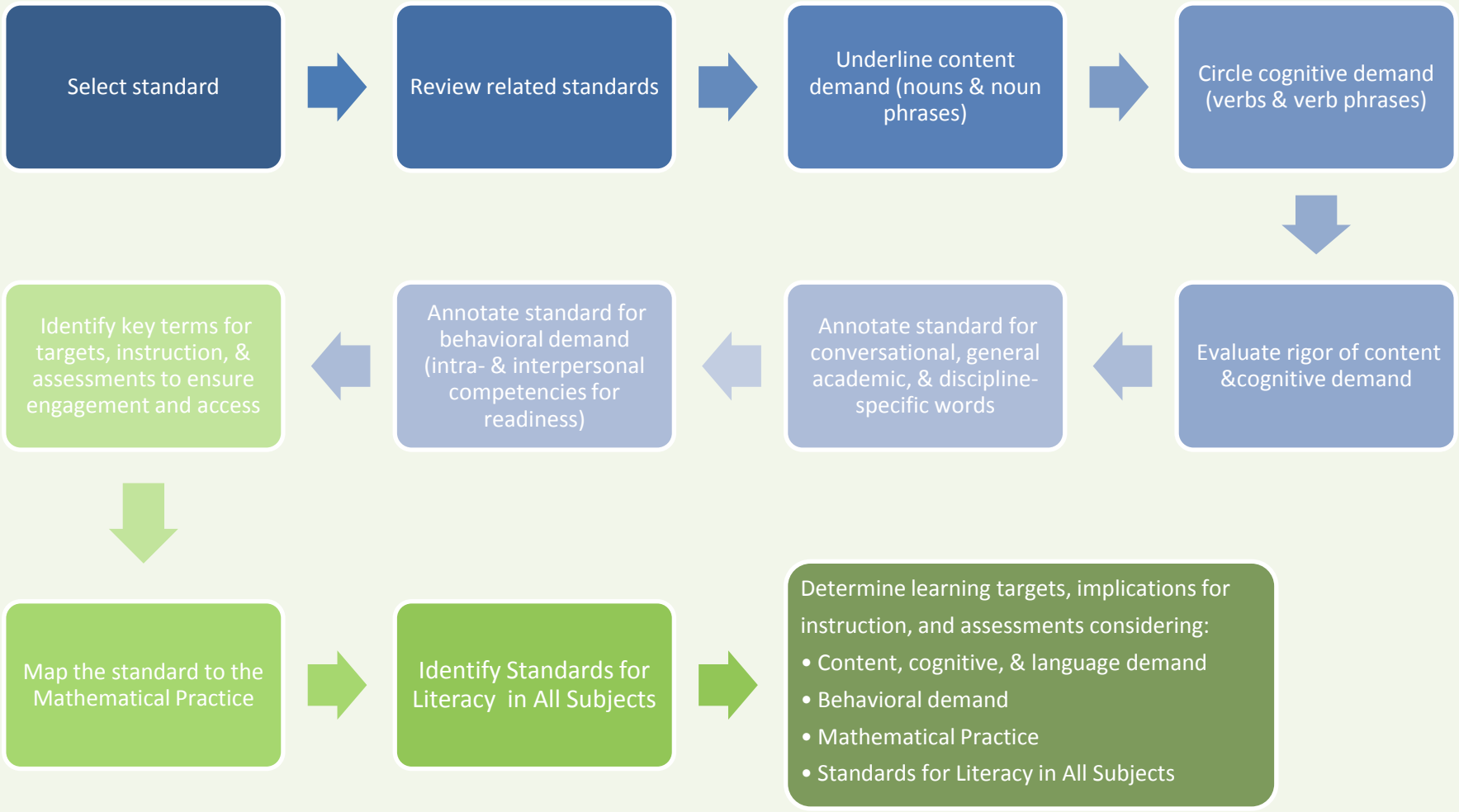
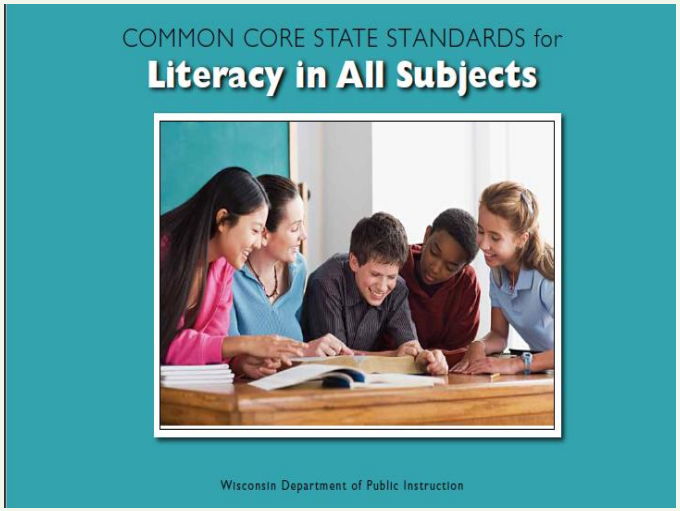
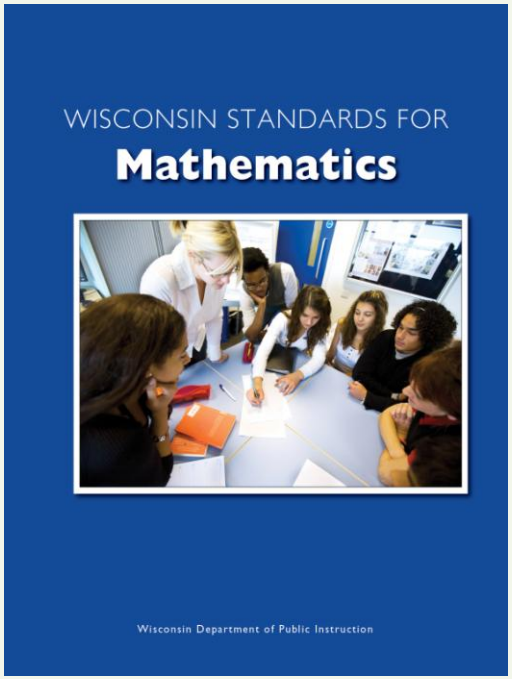


Wisconsin Standards





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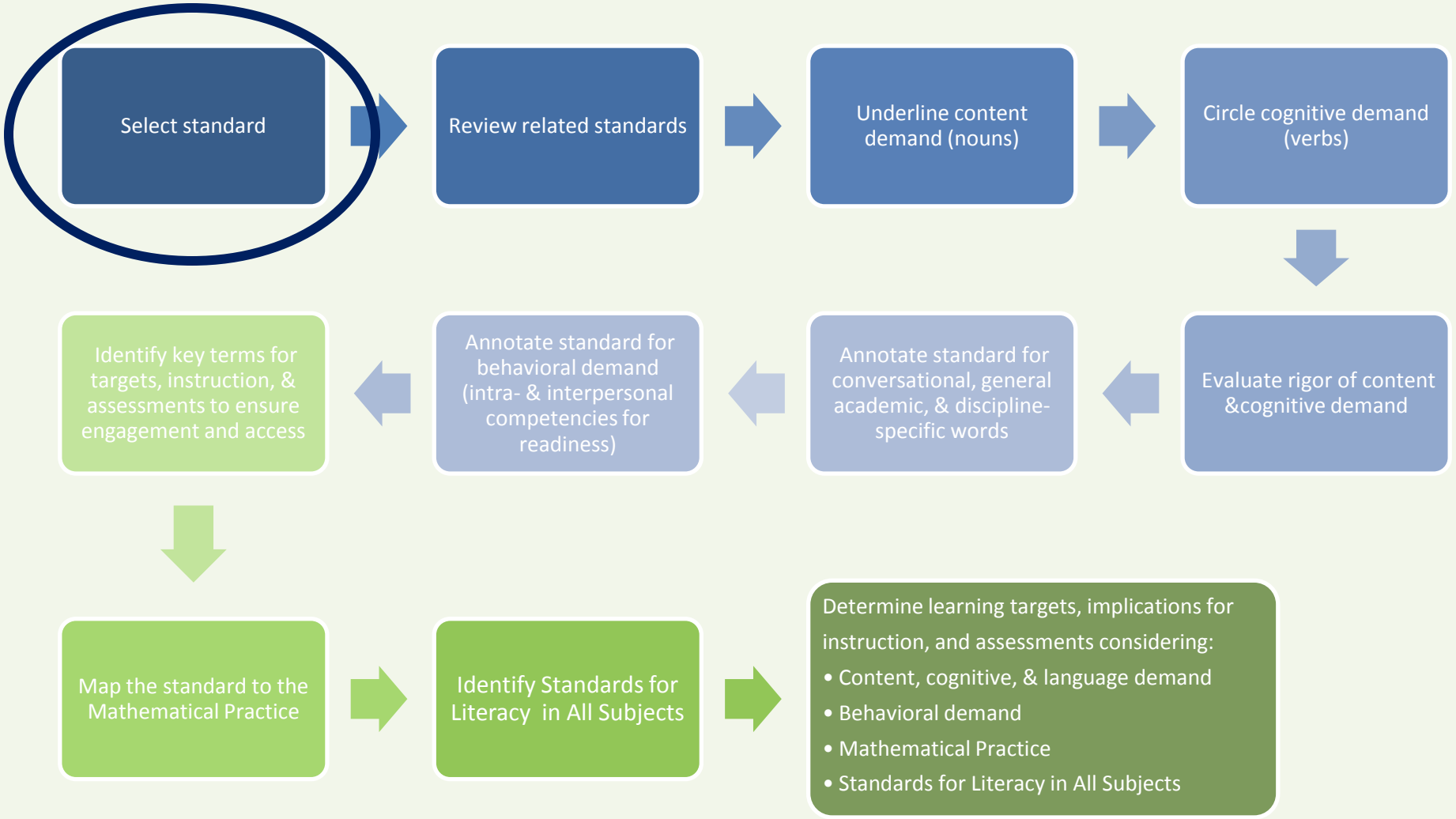


Select the Standard

Select standard

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

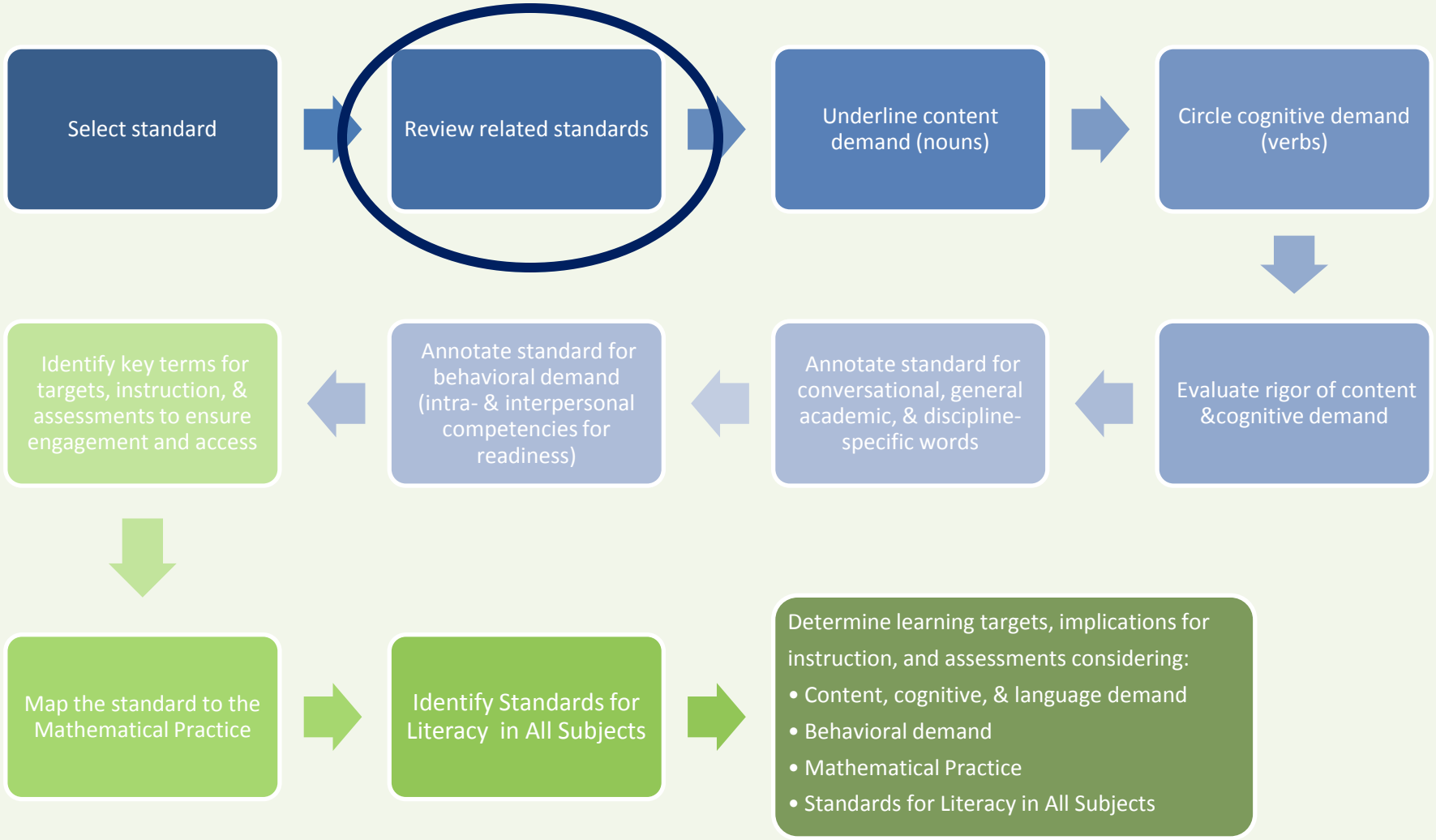
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

"Unpack and Repack" the Standards



Review related standards

Review related standards

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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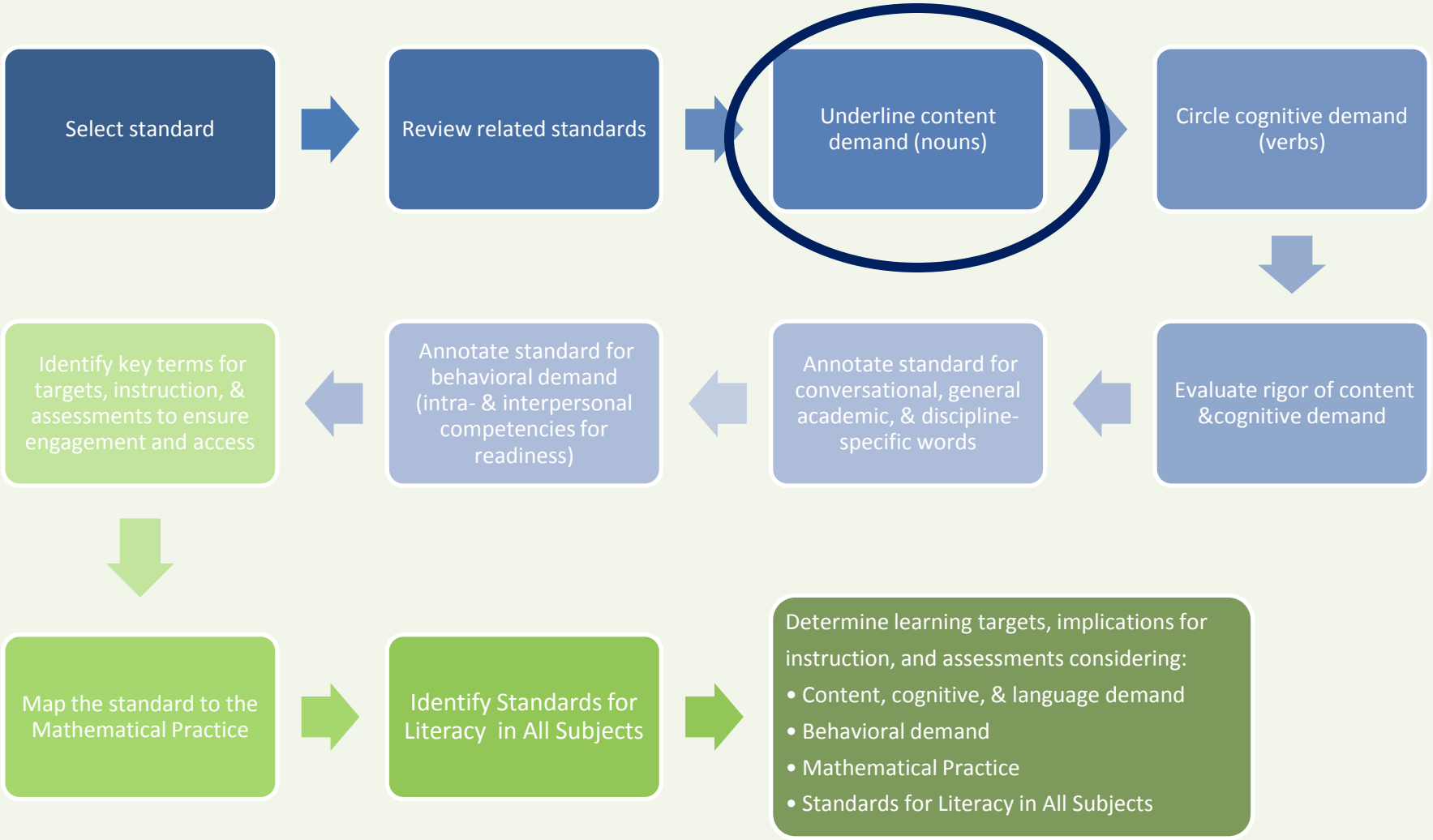

Underline *content demand (nouns)*

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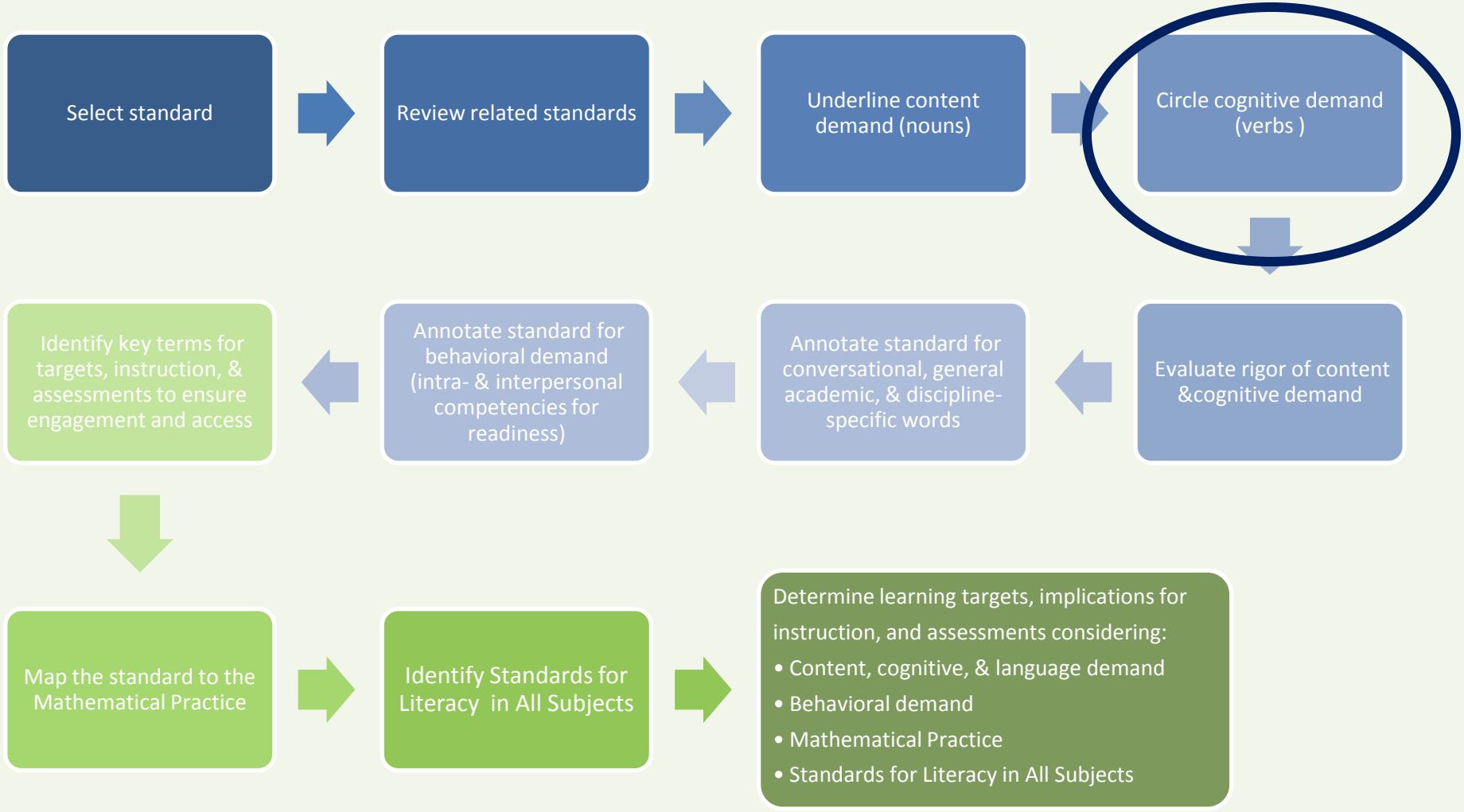

Circle *cognitive demand (verbs)*

Circle cognitive demand (verbs)

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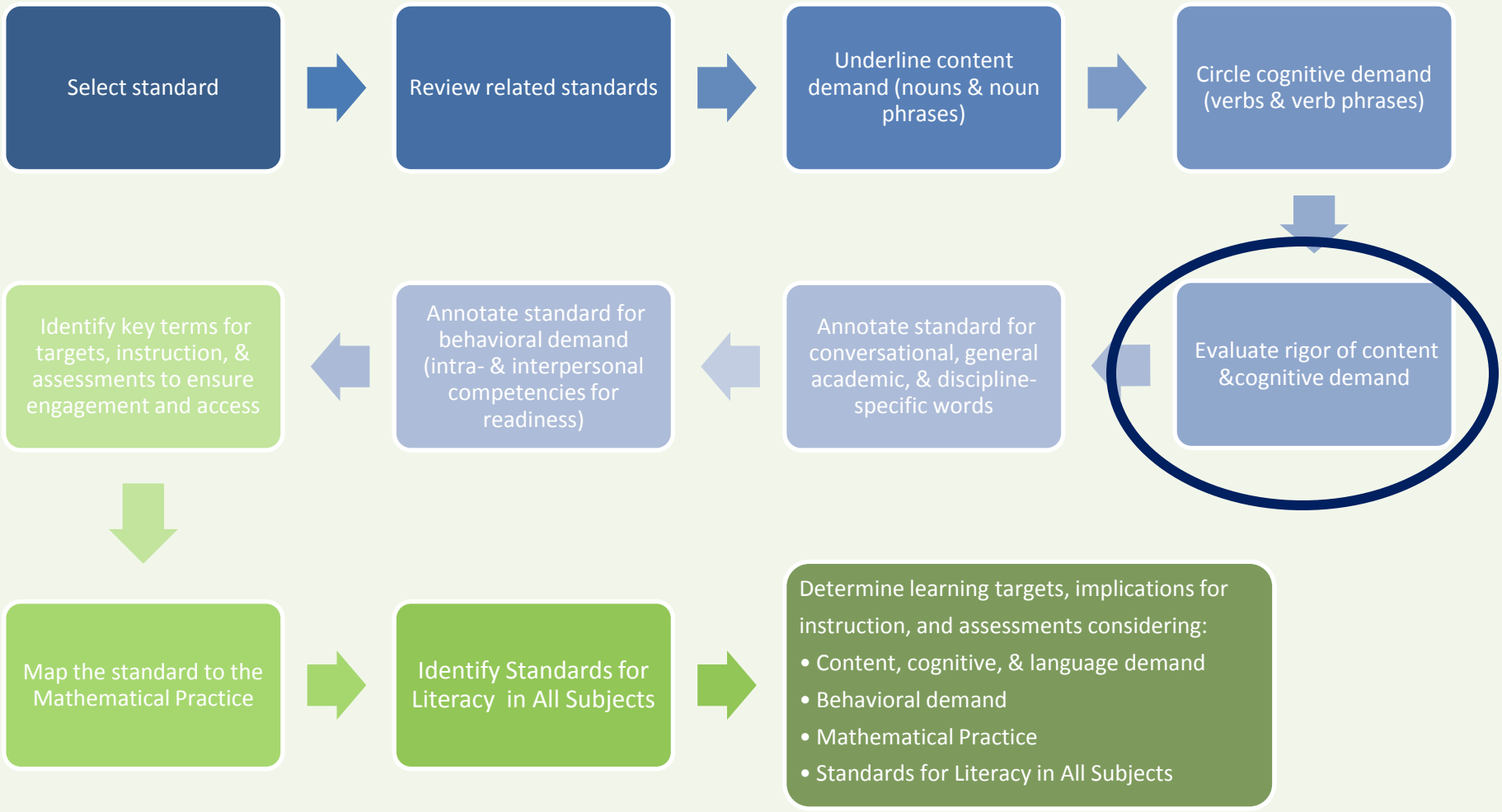

Evaluate rigor

Evaluate rigor of content and cognitive demand

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Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how ○ Define/describe facts, details, terms, principles ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words ○ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	○ Apply a concept in a new context ○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	○ Illustrate how multiple themes (historical, geographic, social) may be interrelated ○ Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) ○ Decide which text structure is appropriate to audience and purpose	○ Categorize/compare literary elements, terms, facts/details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres	○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text ○ Use reasoning, planning, and evidence to support inferences	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions drawn	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

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For full article, go to www.nciea.org

Recall & Reproduction	• Is there one correct answer? • Can you recall it, locate it, do it, or you don't know it?
Skills & Concepts	• Is there one correct answer? • Can you apply one concept, then make a decision before going on applying a second concept?
Strategic Thinking/Reasoning	• Is there more than one solution/approach that requires evidence? • Do you need to provide supporting evidence and reasoning about the WHY?
Extended Thinking	• Is there more than one solution/approach that requires evidence? • Do you need to provide supporting evidence and reasoning about the WHY? • Do you need to use multiple sources/data/texts? • Do you need to apply knowledge to create something new?

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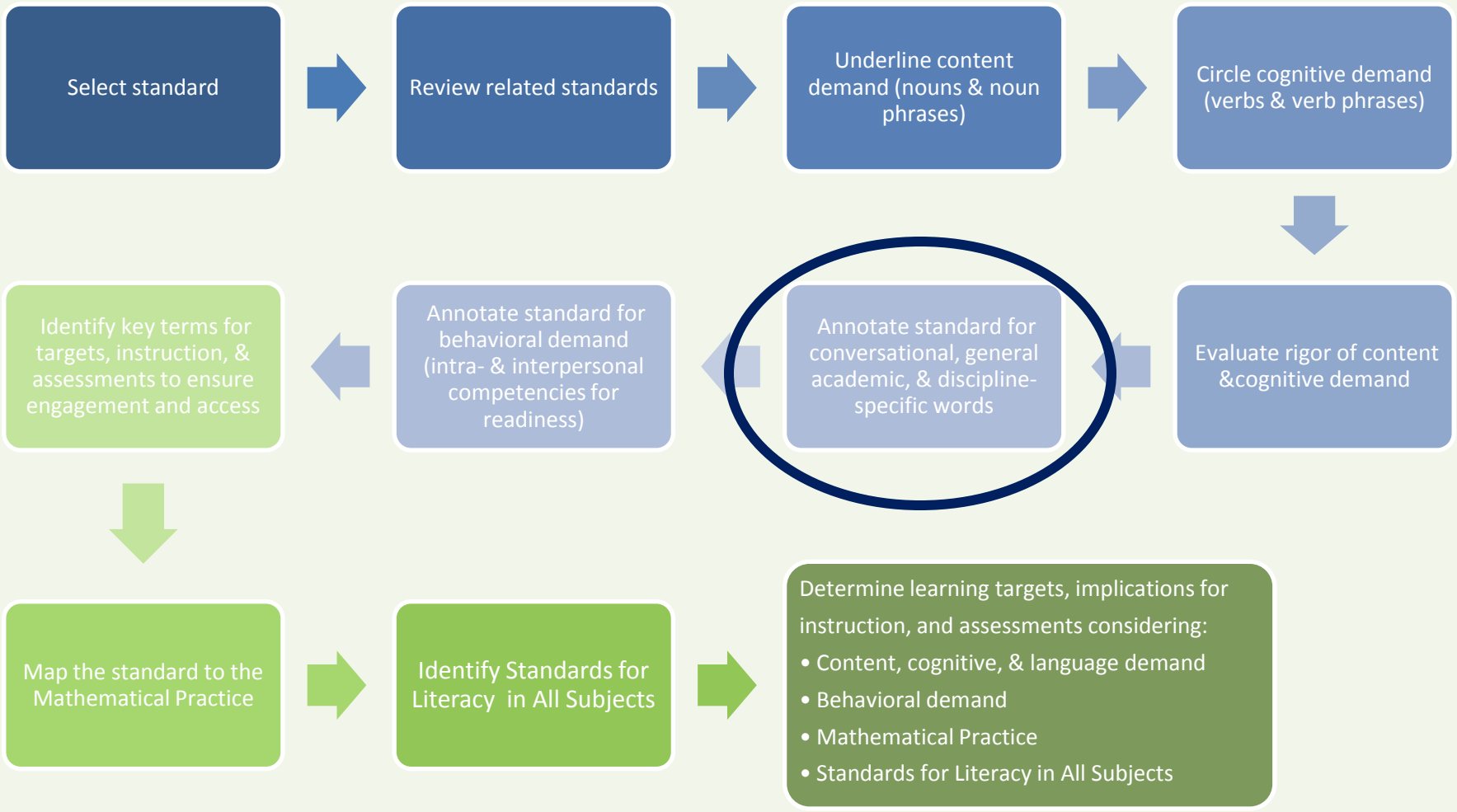
"Unpack and Repack" the Standards



Annotate standard for *words*

Annotate standard for conversational, general academic, and discipline-specific words

Conversational Words	General Academic Words	Discipline Specific Words
• Words that have multiple meanings	• Words found more often in written texts across disciplines	• Words found more often in written text within a specific discipline

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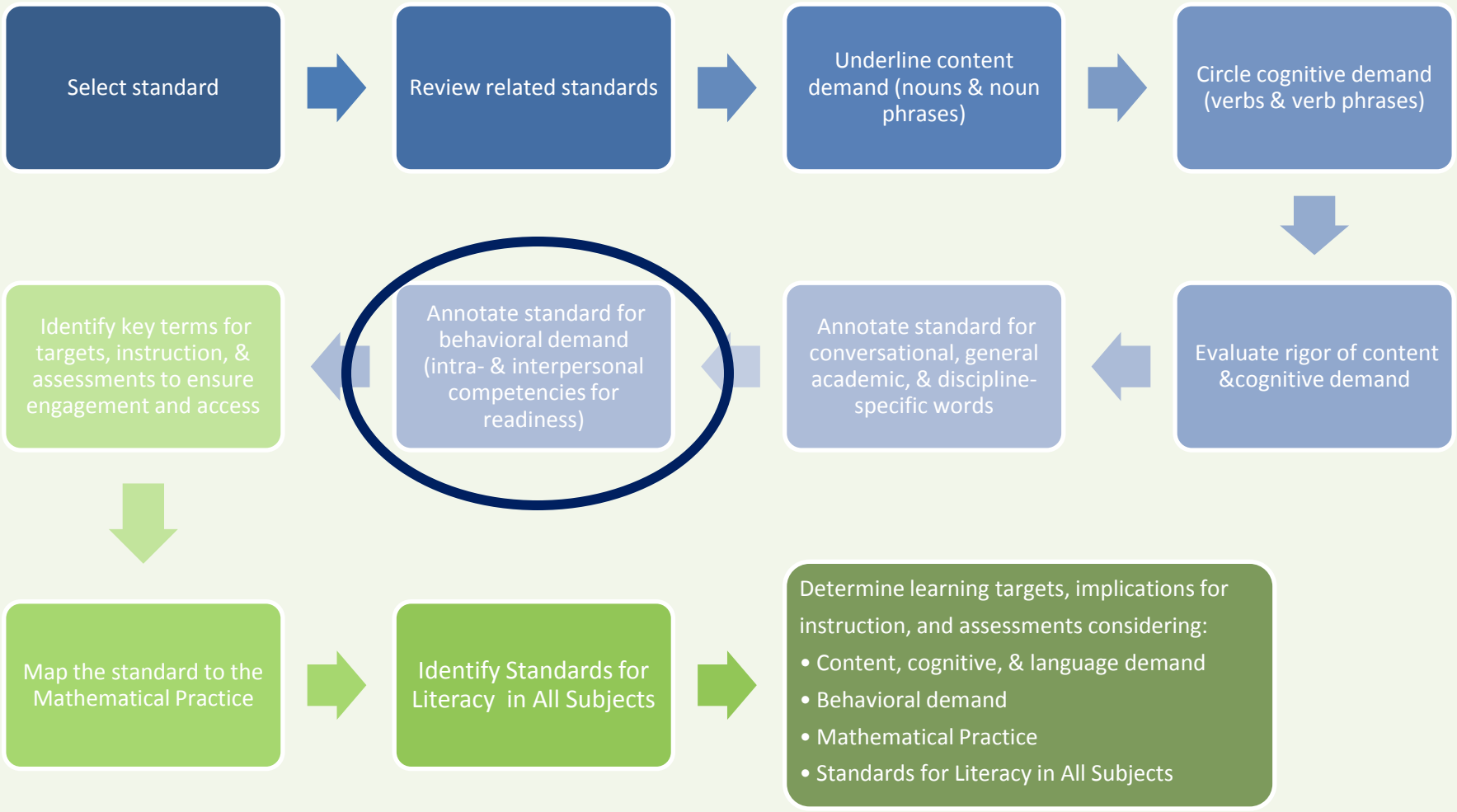
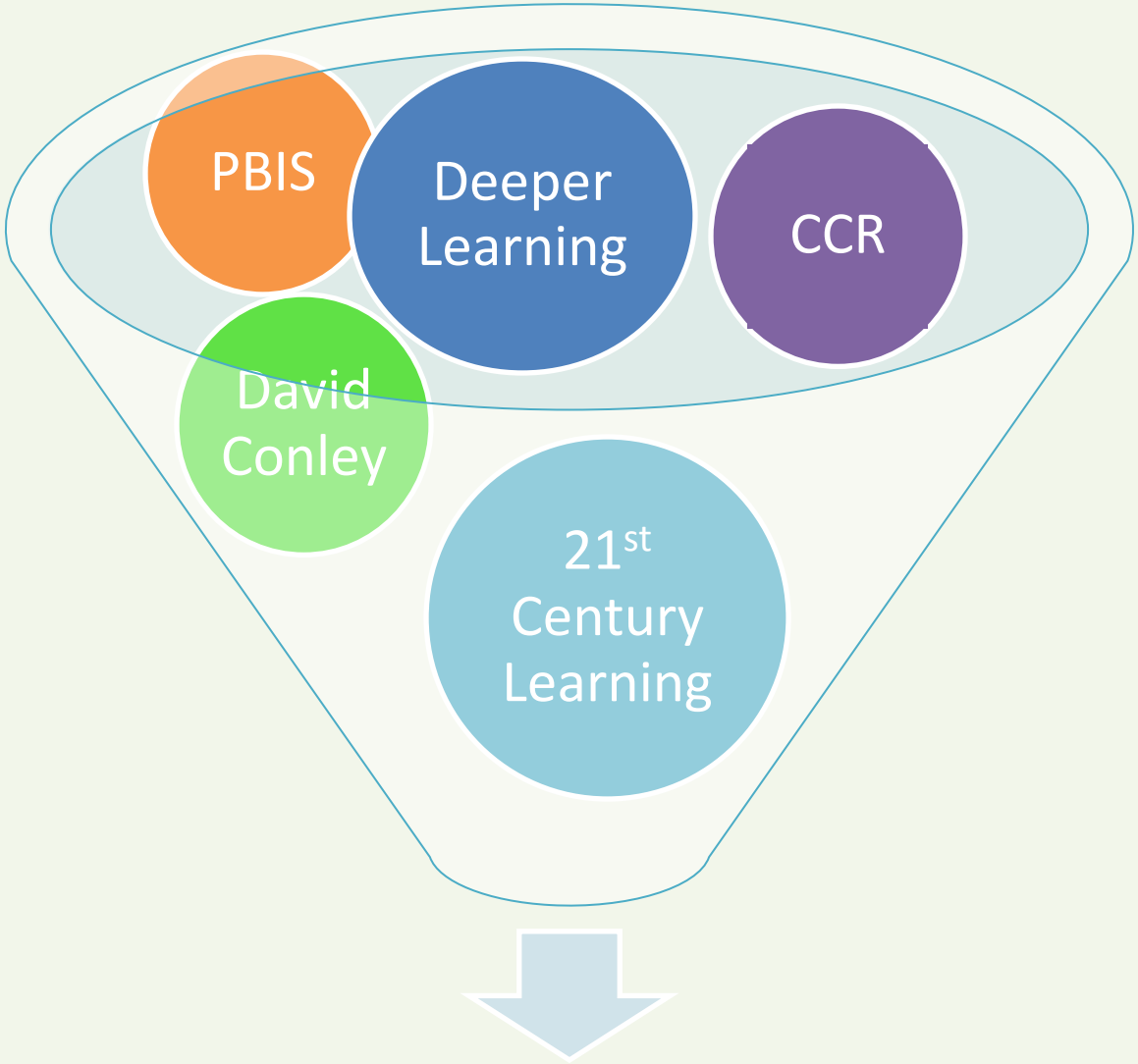
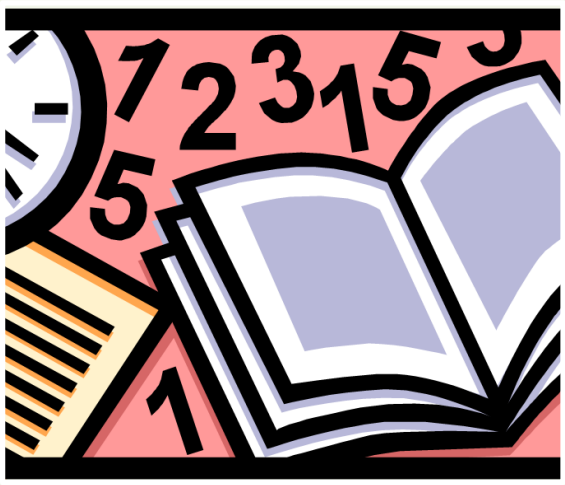




Behavioral Demand

Preparedness



Academics

Readiness

Behaviors

Conley, David. Educational Policy Improvement Center. "Defining and Measuring College and Career Readiness." Accessed 3 Nov. 2012. <http://programs.ccsso.org/projects/Membership_Meetings/APF/documents/Defining_College_Career_Readiness.pdf >.

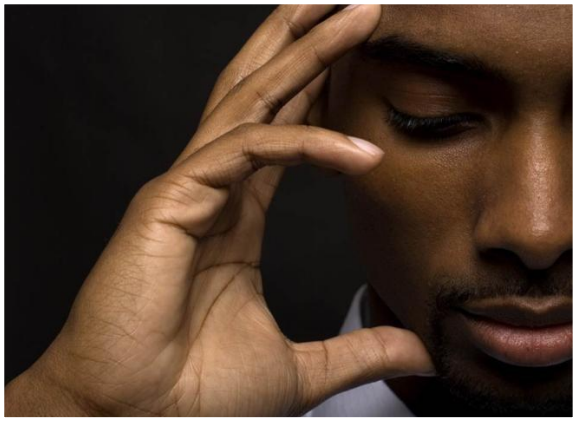
College and Career Ready

The level of achievement a student needs to be ready to enroll and succeed—without remediation—in credit-bearing first-year postsecondary courses. And by postsecondary we mean primarily two-year or four-year institutions, trade schools, and technical schools. Today, however, workplace readiness demands the same level of knowledge and skills as college readiness.

ACT, 2008

Behavioral Demands

Intrapersonal Competencies



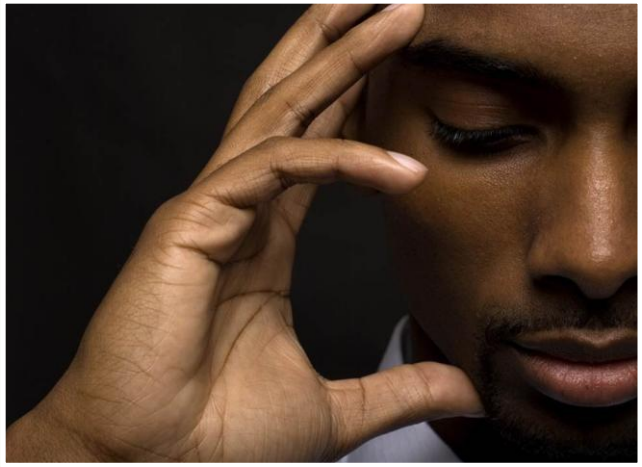
Involve self-management, including the ability to regulate one's behavior and emotions to reach goals

Interpersonal Competencies

Involve expressing information to others, as well as interpreting others' messages and responding appropriately

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Intrapersonal Competencies



Involves self-management, including the ability to regulate one's behavior and emotions to reach goals

- Adaptability
- Appreciation for diversity
- Artistic & cultural appreciation
- Career orientation
- Citizenship
- Continuous learning
- Flexibility
- Initiative
- Integrity
- Intellectual interest and curiosity
- Metacognition
- Perseverance
- Physical & psychological health
- Productivity
- Reasoning/argumentation
- Responsibility
- Self-evaluation
- Self-monitoring
- Self-reinforcement
- Work ethic/conscientiousness

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Interpersonal Competencies

involves expressing information to others, as well as interpreting others' messages and responding appropriately

- Assertive communication
- Collaboration
- Communication
- Conflict resolution
- Cooperation
- Coordination
- Empathy/perspective-taking
- Leadership
- Negotiation
- Responsibility
- Self-presentation
- Service orientation
- Social influence with others
- Teamwork
- Trust

National Research Council. "Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century." July 2012: 2-3. < www.nationalacademies.org/dbasse >.

Annotate standard for *behavioral demand*

Annotate standard for behavioral demand (intra- & interpersonal competencies for readiness)

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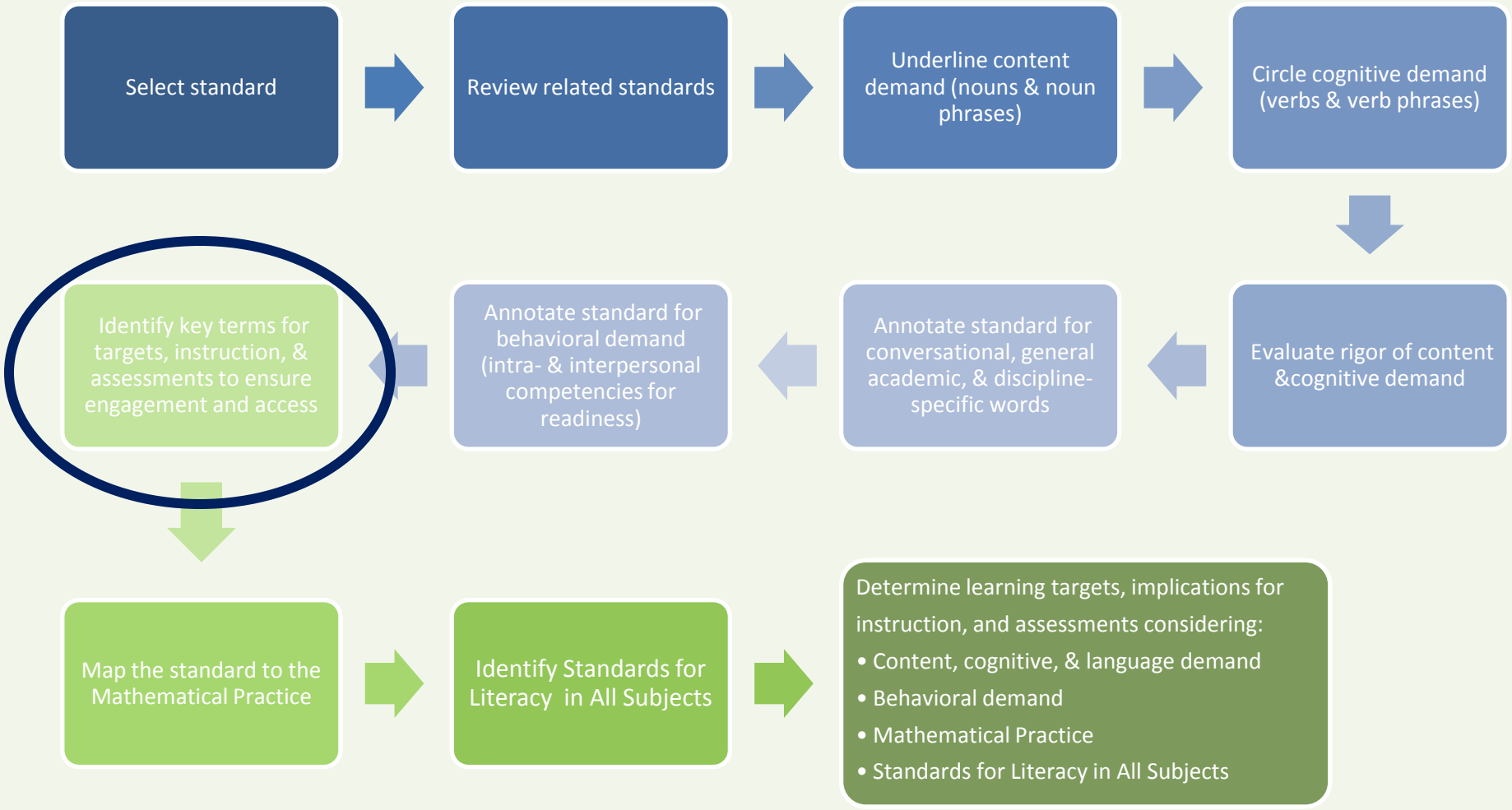
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

"Repack" the Standards

Now that we know the demands of the standards, what are the implications for instruction and assessment?

"Unpack and Repack" the Standards



Identify key terms for targets, instruction, and assessment to ensure engagement and access

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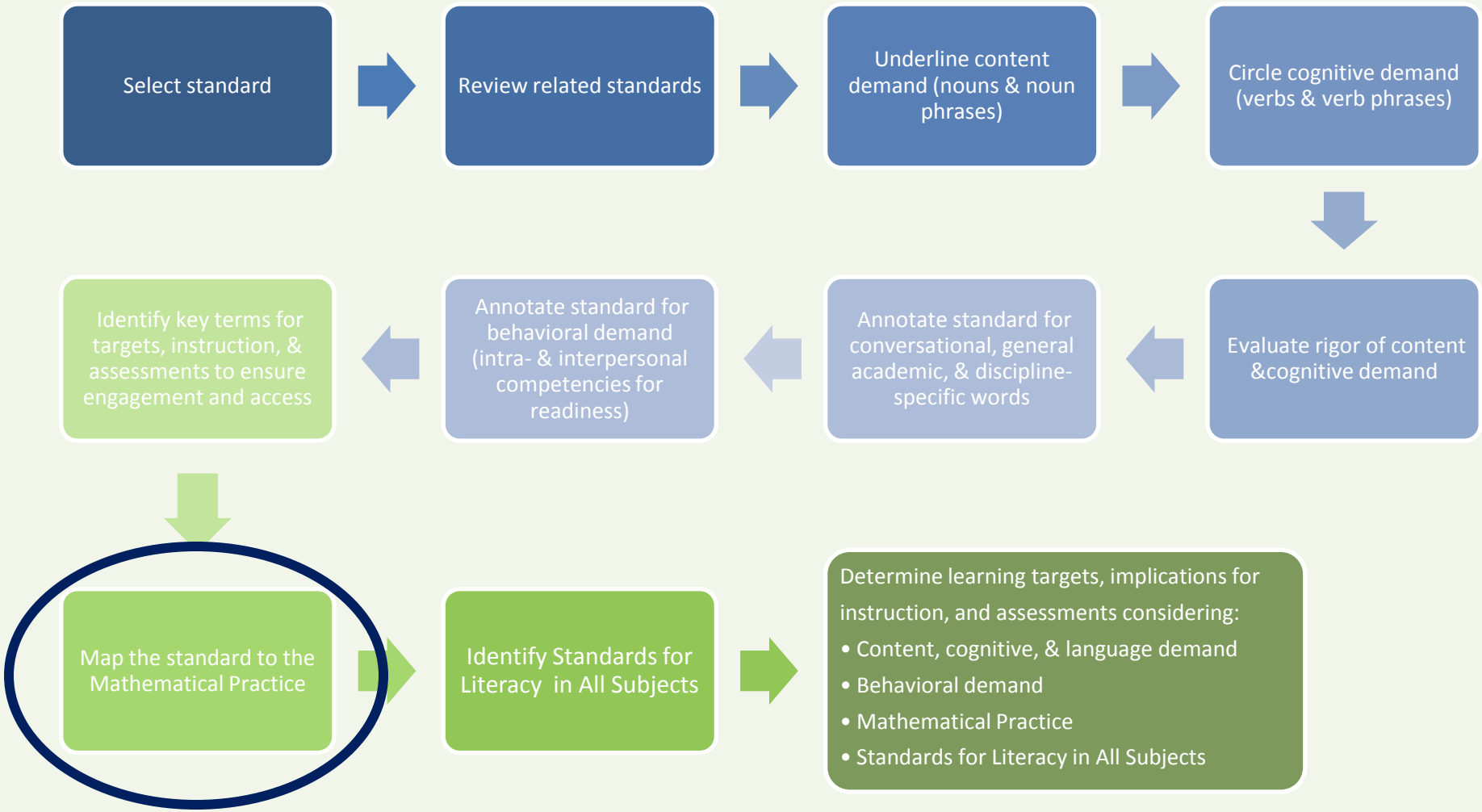
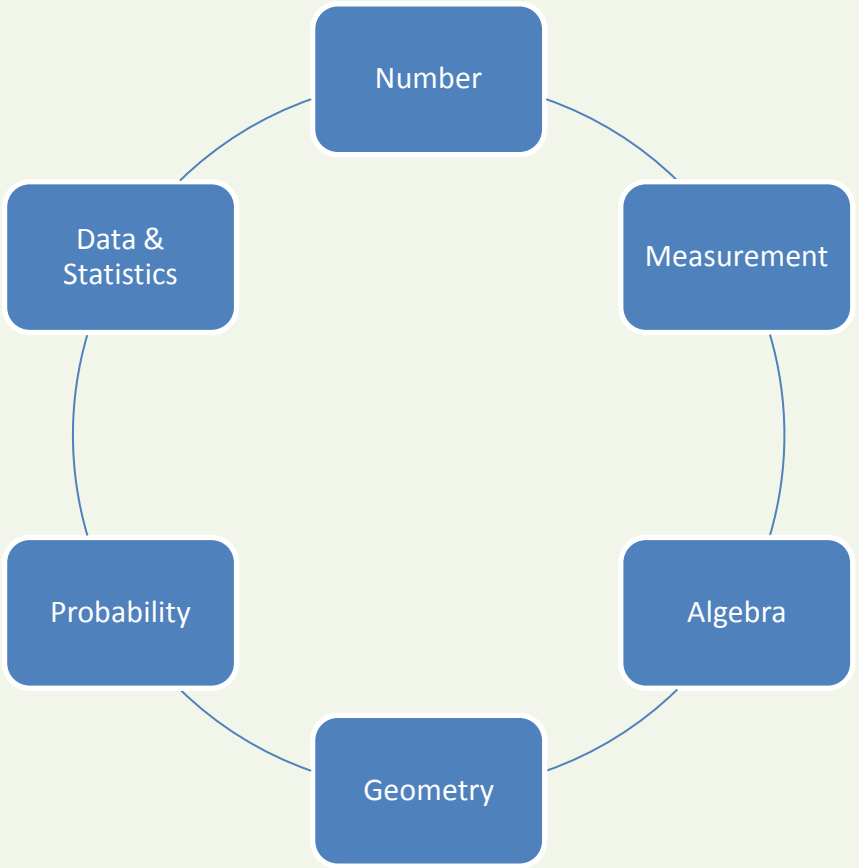


Two Components of the CCSSM

Standards for Mathematical Practice

Standards for Mathematical Content

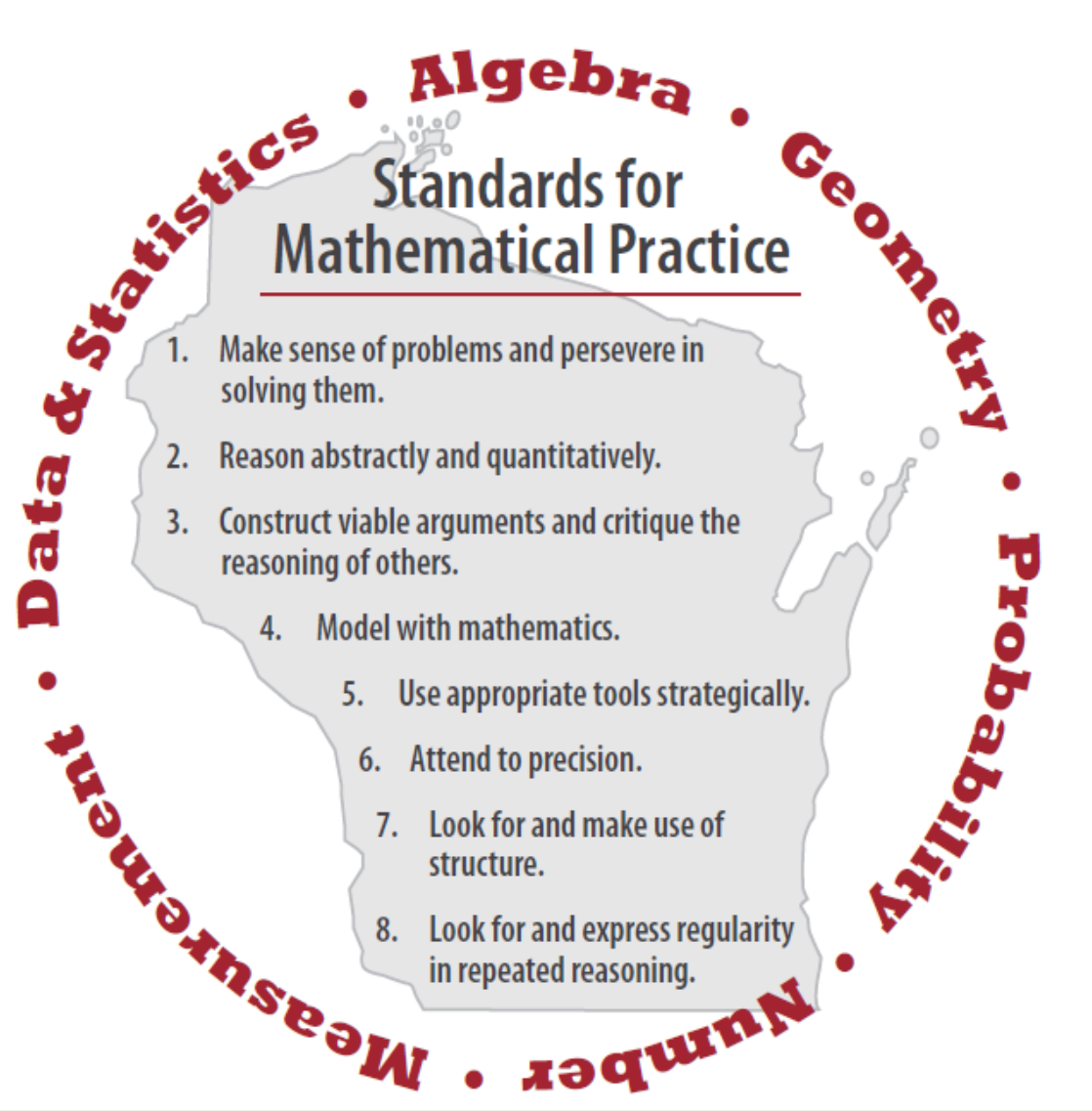


Centering Mathematics in Wisconsin

The Standards for Mathematical Practice

describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

Characteristics of Mathematically Proficient Students



Common Core State Standards for Mathematics, p. 6.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them

…start by explaining the meaning of a problem and looking for entry points to its solution

2. Reason abstractly and quantitatively

…make sense of quantities and their relationships to problem situations

3. Construct viable arguments and critique the reasoning of others

…understand and use stated assumptions, definitions, and previously established results in constructing arguments

4. Model with mathematics

…can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace

Standards for Mathematical Practice

5. Use appropriate tools strategically

…consider the available tools when solving a mathematical problem

6. Attend to precision

…communicate precisely using clear definitions and calculate accurately and efficiently

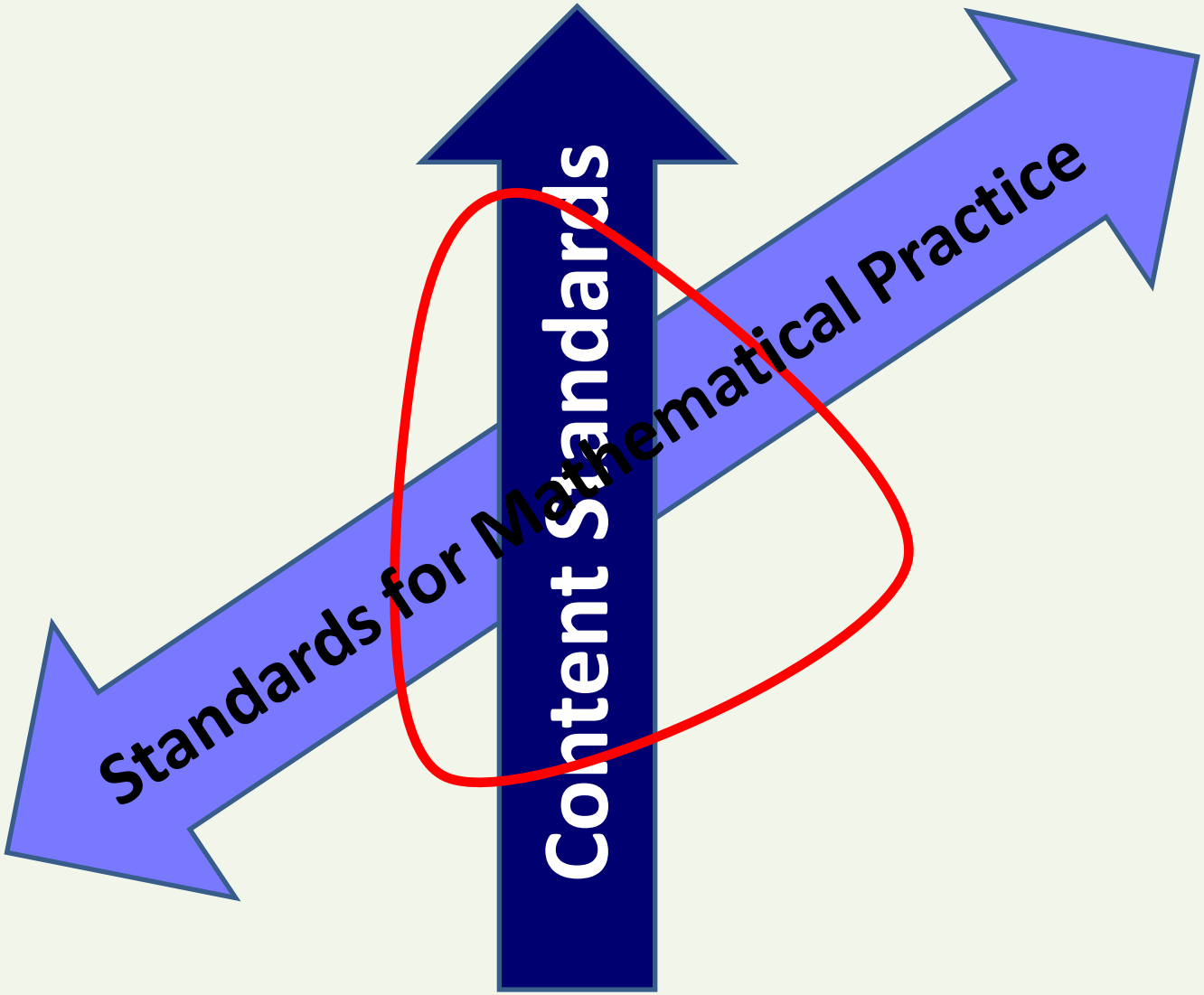
7. Look for and make use of structure

…look closely to discern a pattern or structure

8. Look for and express regularity in repeated reasoning

…notice if calculations are repeated, and look for both general methods and for shortcuts

“Understanding” standards are the points of intersection between the **Standards for Mathematical Content** and the **Standards for Mathematical Practice**”



Map to Standards for Mathematical Practices

Map the standard to the Mathematical Practice

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

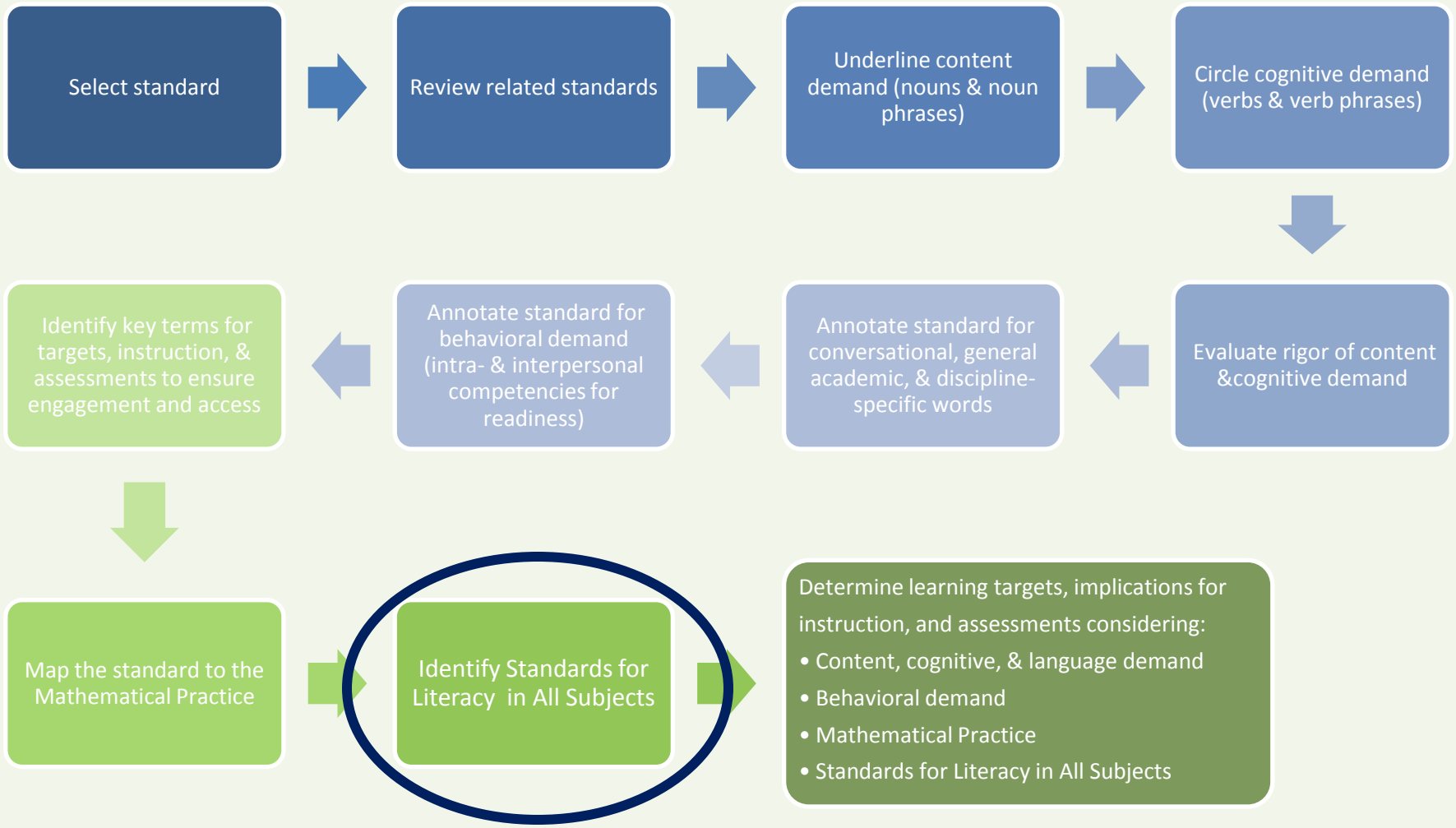
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

"Unpack and Repack" the Standards



Identify Standards for Literacy in All Subjects

Identify Standards for Literacy in All Subjects

CCSS.MATH.NF. 4.1

Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

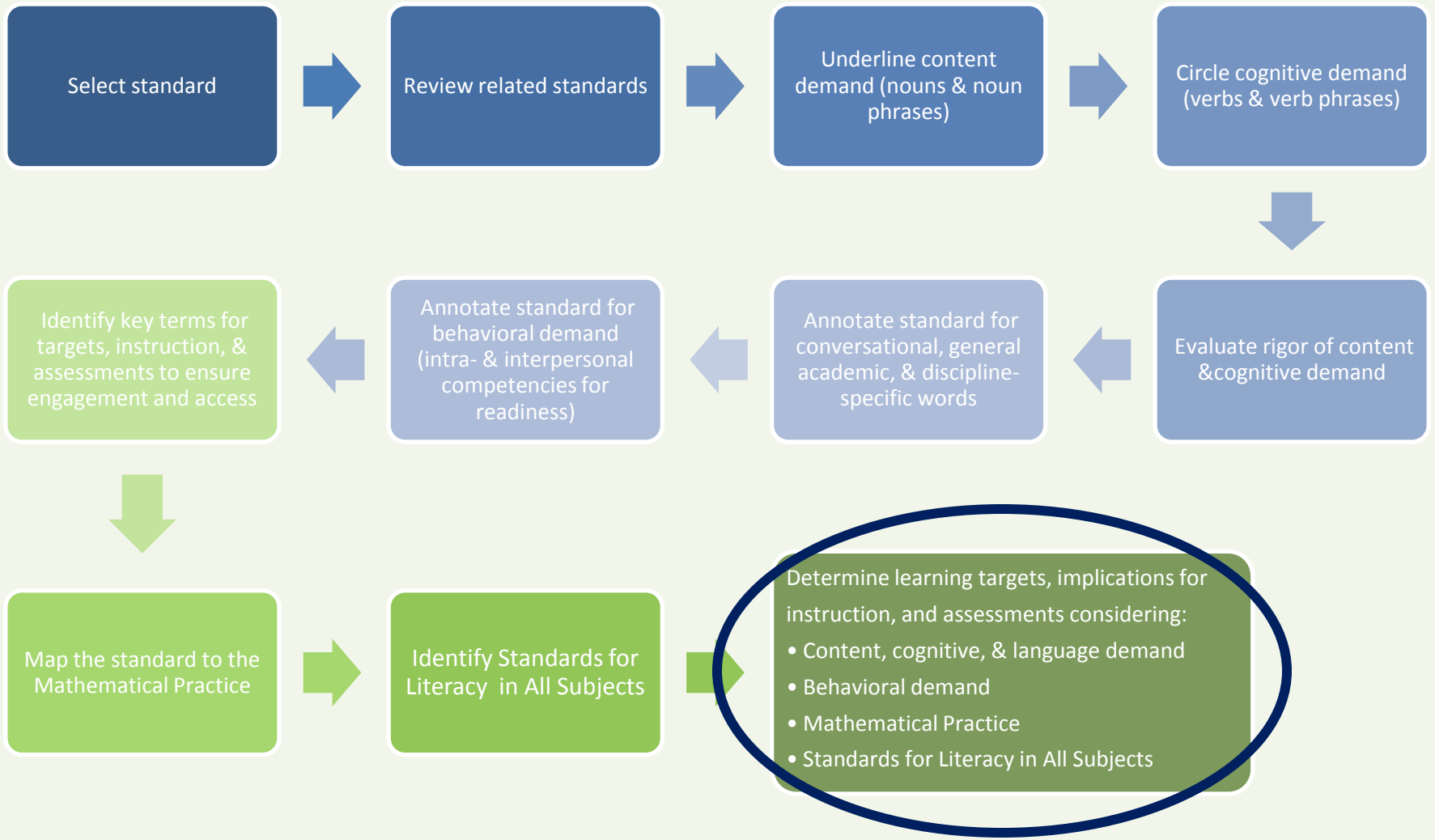
LITERACY STANDARDS

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

L.4.4.a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

"Unpack and Repack" the Standards



Write learning targets

Determine learning targets, implications for instruction, and assessments considering:
- Content, cognitive, & language demand
- Behavioral demand
- Mathematical Practice
- Standards for Literacy in All Subjects

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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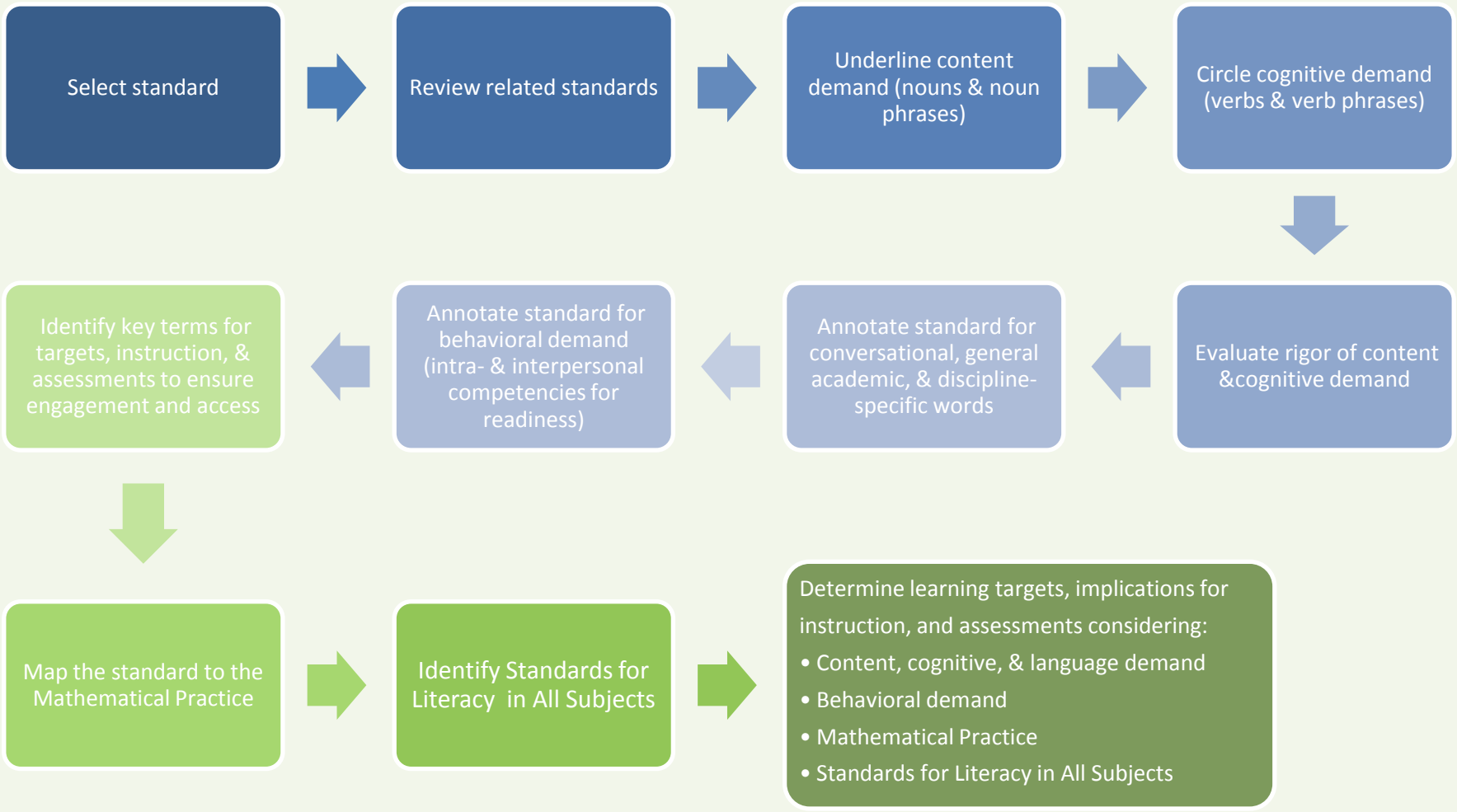
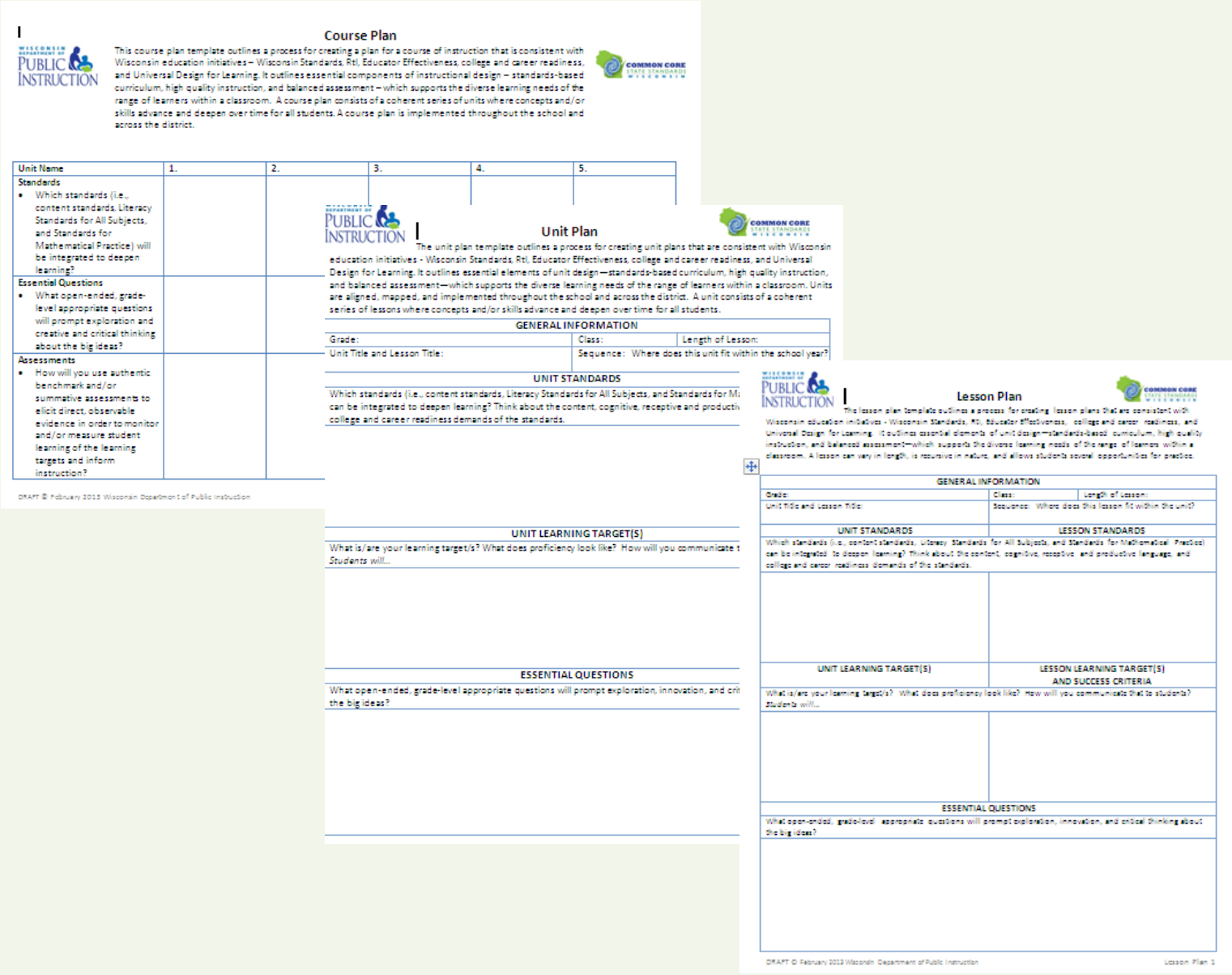
"Unpack and Repack" the Standards



Objectives

- Understand how **unpacking and repacking standards** is situated within Wisconsin's education initiatives
- Use the process for **unpacking and repacking standards** to align learning targets, instruction, and assessments with content, cognitive, language, and behavioral demands of the standards
- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

Lesson, Unit, and Course Plans



Course Plan

This course plan template outlines a process for creating a plan for a course of instruction that is consistent with Wisconsin education initiatives – Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential components of instructional design – standards-based curriculum, high quality instruction, and balanced assessment – which supports the diverse learning needs of the range of learners within a classroom. A course plan consists of a coherent series of units where concepts and/or skills advance and deepen over time for all students. A course plan is implemented throughout the school and across the district.

Unit Name	1.	2.	3.	4.	5.
Standards • Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) will be integrated to deepen learning?					
Essential Questions • What open-ended, grade-level appropriate questions will prompt exploration and creative and critical thinking about the big ideas?					
Assessments • How will you use authentic benchmark and/or summative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning of the learning targets and inform instruction?					

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Unit Plan

The unit plan template outlines a process for creating unit plans that are consistent with Wisconsin education initiatives - Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential elements of unit design—standards-based curriculum, high quality instruction, and balanced assessment—which supports the diverse learning needs of the range of learners within a classroom. Units are aligned, mapped, and implemented throughout the school and across the district. A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time for all students.

GENERAL INFORMATION		
Grade:	Class:	Length of Lesson:
Unit Title and Lesson Title:	Sequence: Where does this unit fit within the school year?	

UNIT STANDARDS

Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mi
can be integrated to deepen learning? Think about the content, cognitive, receptive and producti
college and career readiness demands of the standards.

UNIT LEARNING TARGET(S)

What is/are your learning target/s? What does proficiency look like? How will you communicate t
Students will...

ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and cri
the big ideas?

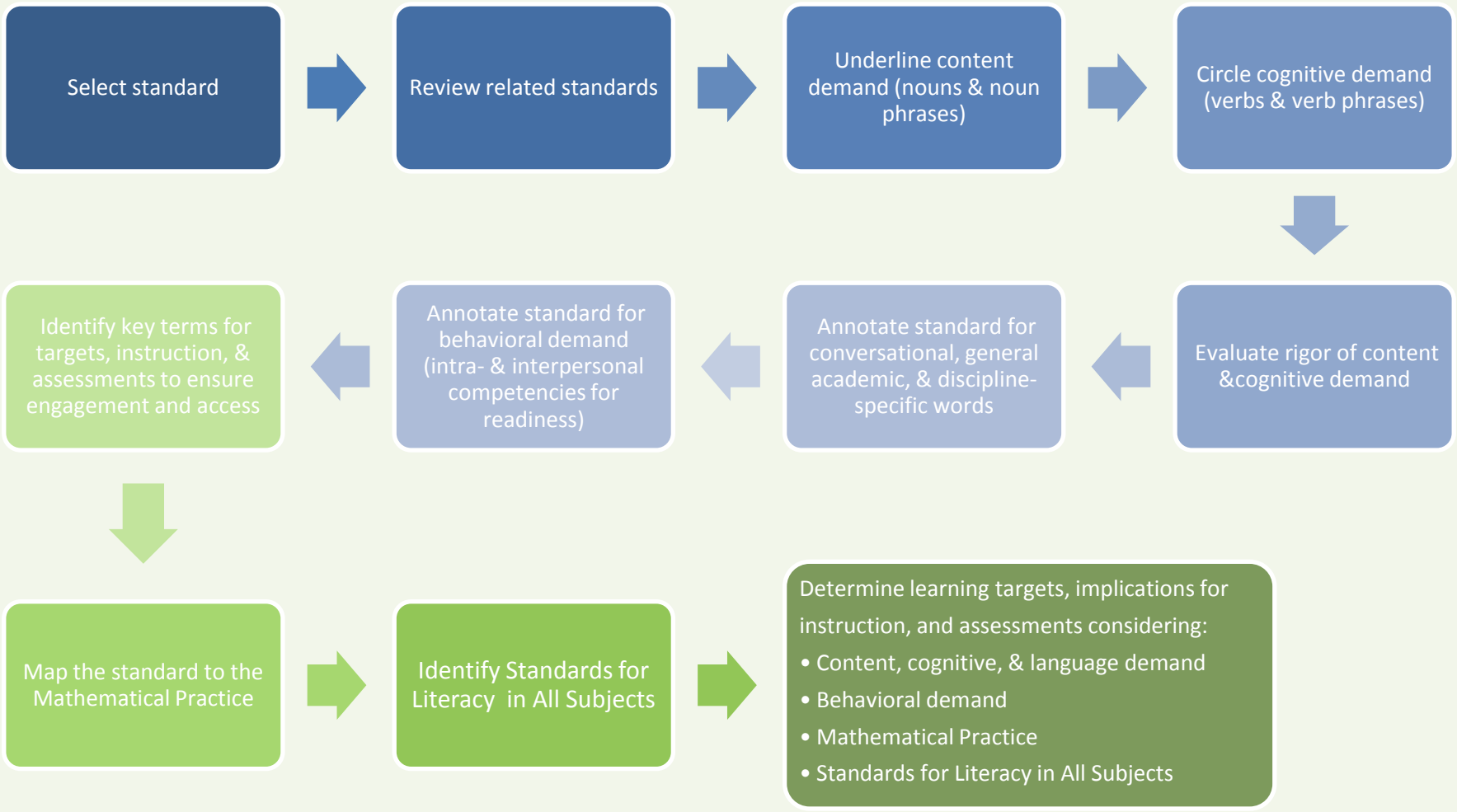
Lesson Plan

This lesson plan template outlines a process for creating lesson plans that are consistent with Wisconsin education initiatives - Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. It outlines essential elements of unit design—standards-based curriculum, high quality instruction, and balanced assessment—which supports the diverse learning needs of the range of learners within a classroom. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

GENERAL INFORMATION		
Grade:	Class:	Length of Lesson:
Unit Title and Lesson Title:	Sequence: Where does this lesson fit within the unit?	
UNIT STANDARDS	LESSON STANDARDS	
Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and college and career readiness demands of the standards.		
UNIT LEARNING TARGET(S)	LESSON LEARNING TARGET(S) AND SUCCESS CRITERIA	
What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? *Students will...*		
ESSENTIAL QUESTIONS		
What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?		

DRAFT © February 2013 Wisconsin Department of Public Instruction Lesson Plan 1

"Unpack and Repack" the Standards



Objectives

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- Understand how the unpacked and repacked standards fit within **lesson and unit plan development**

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Resource

Wisconsin DPI Website to access WPLOD:
http://commoncore.dpi.wi.gov/